DOCUMENT RESUME

ED 441 546 JC 000 391

TITLE	Salt Lake Community College Report Card, 1998.
INSTITUTION	Salt Lake Community Coll., UT.
PUB DATE	1998-00-00
NOTE	19p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Accountability; Annual Reports; Community Colleges; *Evaluation Criteria; *Institutional Evaluation; Institutional Research; Outcomes of Education; *Performance; Program Effectiveness; Tables (Data); Two Year Colleges
IDENTIFIERS	*Salt Lake Community College UT

ABSTRACT

This report provides an overview of Salt Lake Community College and assesses institutional performance on several indicators. The following indicators are included: (1) participation rate by ethnicity; (2) participation rate by disability; (3) new student assessment of programs and services; (4) success rates of developmental education students; (5) student ratings of instruction; (6) graduating student assessment of programs and services; (7) graduating student assessment of overall college experience; (8) licensure and certification exam passing rate; and (9) graduation rate. Surveys of 648 new students indicated generally positive student attitudes regarding campus environment and services. Approximately 67 percent of students rated instructor's teaching as excellent or very good based on student evaluations of 2,016 classes. Based on surveys of 1,037 graduating students, the 3 highest rated college services were admissions, registration, and recreation facilities. Over two-thirds of graduates rated their overall experience as very good or good in nine of nine ratings categories. Pass rates on 10 different licensure/certification exams ranged from 83 to 100 percent. Sections in the report include: Introduction, Performance Indicators, Accomplishments, and Conclusion. (RDG)

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Salt Lake Community College Report Card 1998

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Introduction

At Salt Lake Community College, students are our highest priority and we are committed to providing quality educational experiences. Our mission, values, and goals are designed to ensure that this commitment is met. This *1998 Report Card* has been designed to give you an idea of who we are and how well we are meeting our responsibilities to educate students, partner with businesses, and meet the needs of our community. The College is accountable, not only to these groups, but also to the citizens of Utah, whose tax dollars provide 70% of the funding for the institution.

This report uses a variety of *performance indicators.* Performance indicators, by definition, are measures derived from a series of observed facts that are used to gauge the relative success of an organization or function performed within that organization. We hope the following performance indicators will help you become more familiar with the College and what we are accomplishing:

- **Participation Rate by Minority**
- **Participation Rate by Disability**
- **New Student Assessment of Programs and Services**
- **Success Rates of Developmental Education Students**
- **Student Ratings of Instruction**
- **Graduating Student Assessment of Programs and Services**
- **Graduating Student Assessment of Their Overall College Experience**
- **Licensure and Certification Exam Success Rates**
- **Graduation Rate**

As we look to the future, a considerable amount of work on determining community college effectiveness has already been done by the *Community College Roundtable*, a group sponsored by the American Association of Community Colleges, made up of community college executive officers, university professors, and higher education officials concerned about institutional effectiveness. Members of the roundtable came together to frame a set of *core indicators of effectiveness* designed to help community colleges improve their programs and services. Some of the performance measures used in this report were part of their model, and as more data is gathered we will be able to incorporate more of their core indicators and more institution-specific indicators in our report as well.

Salt Lake Community College Overview

The College first opened its doors under the name of *Salt Lake Area Vocational School* on September 14, 1948 with 175 students enrolled in 14 classes. During its evolution, and in keeping with its mission to provide traditional academic programs as well as technical training, it has been renamed several times: In 1959 it became *Salt Lake Trade Technical Institute,* in 1967, *Utah Technical College at Salt Lake*, and in 1987, *Salt Lake Community College*.

A far cry from the 175 students served in 1948, the College now serves over 52,000 students a year, has course offerings in over 123 degree and certificate seeking programs, and offers a variety of non-credit workshops, conferences, and short term training programs. The College has ten Salt Lake Valley locations and recently broke ground for the *Jordan Campus*, a third comprehensive campus to be built in the southwest quadrant of the valley. Along with the rest of Utah's public institutions of higher education, SLCC converted from quarters to the semester system beginning with Fall 1998.

The College has active partnerships with 800 local businesses and school districts. It provides a range of services, including an Applied Technology Center, Small Business Development Center, Center for International Studies, Skills Center for short-term vocational training, Entrepreneurship Center, workshops and conferences department, learning center (where students are tutored in about 35 courses), writing center, language lab, and Faculty Teaching and Learning Center. The College Apprenticeship program combines on-the-job training and classroom instruction for a variety of careers, such as chefs, machinists, plumbers, electricians, and others.

There are about 50 student clubs and organizations affiliated with the College, a student newspaper, an active intramural sports program, and intercollegiate basketball, volleyball, and baseball teams that compete in the NJCAA Scenic West Athletic Conference. Students, employees, and the community also have the opportunity to enjoy the Grand Theatre, which offers six musical productions each season.

Dr. Frank W. Budd, President of Salt Lake Community College, said "The real reward is knowing you've helped a person make a change in their lives for the better. Our goal here is to build a responsive, true community college, not forgetting our traditional mission to provide an open-door policy and to offer associate degrees and vocational education, but to expand our mission to include applied technology and other programs that will help our students go out into the world better able to compete and succeed."

Salt Lake Community College Values

STUDENTS are our highest priority. In harmony with this priority we declare our values.

COMMUNITY: We value community involvement and economic development.

CREATIVITY: We value creativity, innovation and responsible risk taking.

DIVERSITY: We value personal, cultural and ethnic diversity.

ENVIRONMENT: We value an accessible, safe, clean and aesthetically pleasing environment.

EXCELLENCE: We value quality education and professional excellence.

EXPRESSION: We value responsible personal, academic and expressive freedom without harassment, intimidation, or other destructive behaviors.

INTEGRITY: We value integrity, responsibility, honesty and ethical conduct.

PEOPLE: We value each student, faculty and staff member and believe that all should be treated with care, equity, respect and empathy. We value opportunity for growth, recognition and reward.

Salt Lake Community College Mission Statement

OUR MISSION IS EDUCATION

Salt Lake Community College is a multi-campus, comprehensive institution serving a diverse population through lifelong education. Our mission focuses on student needs in an open-door setting. We are committed to:

Vocational And Technical Education resulting in marketable job skills in a changing world,

General Education and pre-professional programs for transfer to other colleges and universities,

Adult and Continuing Education in cooperation with business and industry to enrich the opportunities of citizens,

Developmental Education designed to support students making a special transition to college life,

Community Services Education providing services and activities that promote community involvement,

and

to student services which support education and promote responsible choices through college-wide programs and activities.

Salt Lake Community College Vision Statement

VISION FROM WITHIN:
PATHWAYS TO 2010
AT SALT LAKE COMMUNITY COLLEGE

TEACHING AND LEARNING

Fundamentally, by 2010 teaching and learning at SLCC will reflect:

- **a pedagogy that encourages faculty, staff and students to empower themselves to act for social change and to advance democracy and equality as they pursue their educational goals;**
- **good practice in undergraduate education— practice which fosters a learning community in which students, faculty and staff work together;**
- **student-centered learning which requires adaptive teaching—teaching that responds to different ways of knowing and that recognizes students' needs, including the need to make decisions about their own education;**
- **a coordinated, adaptive curriculum that (1) emphasizes skill mastery *and* learning for understanding, (2) includes multiple instructional formats and modalities and (3) is responsive to the changing nature of knowledge and technologies and to the needs of the community;**
- **technology used to enhance learning and adequate, appropriate equipment, facilities and resources; and**
- **continuous assessment and evidence used to improve teaching and learning, with evaluation as a learning tool, and continuing professional development for all full- and part-time faculty in both their disciplines and in pedagogy.**

STUDENT DEVELOPMENT

The faculty, administrators and staff at Salt Lake Community College are dedicated to providing, in a caring and ethical manner, opportunity, challenge, support and personal growth for our students. This commitment to student development directs the way we create programs, develop curriculum, hire college personnel and make decisions.

Salt Lake Community College will encourage students to:

- **assume responsibility**
- **think critically**
- **learn effectively**
- **become personally effective in the circumstances of their lives and work**
- **develop a social conscience**

Every institutional process and point of contact between students and Salt Lake Community College will be evaluated and designed in light of its potential contribution toward the development of these critical skills and traits.

TECHNOLOGY

Technology is knowledge that provides a set of tools and services that both directly and indirectly benefit students and enable them to contribute positively to their future. Salt Lake Community College embraces technologies that:

- increase the quality, efficiency and accessibility of instructional and support services
- respond to the needs of business, industry and the community
- increase motivation and develop skills in problem solving, independent thinking and collaborative work.

These technologies include: (1) instructional technology—used to enhance teaching and learning, (2) applied technology—taught within the curriculum, and (3) support technology—used as administrative tools and applications.

This vision provides a framework for using technologies to enhance and support student learning and achievement. Realizing this vision requires continual funding for infrastructure, acquisition, training, support and associated needs.

ECONOMIC DEVELOPMENT

Our vision is to be the educational leader for the economic development needs of our community.

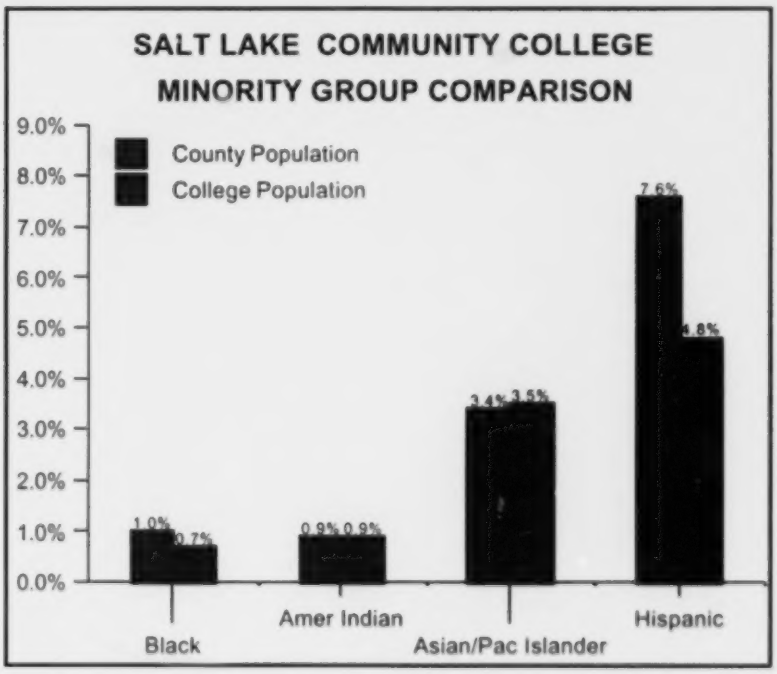
We will be:

- the primary educational resource and training partner for students, business, industry and government.
- innovative and flexible in the delivery of our services.
- known for enhancing quality of life through education.

Performance Indicators

Participation Rate by Minority

The comparison is made of the minority composition of the student body versus community minority composition. Student body minority composition statistics were drawn from the 1997-98 SLCC Fact Book and compared to the latest community minority population statistics available (1994 County Population Estimates, Utah Department of Economic Affairs). The comparative results are presented below.



Participation Rate by Disability

This table shows the number of individuals with disabilities between the ages of 16 and 64 (non-institutionalized) living in Salt Lake County as a percentage of the general county population of the same age. It also shows the percentage of Salt Lake Community College students with disabilities as a percentage of the general SLCC student population. The usefulness of this data is limited by the fact that the county numbers are calculated using the Census Bureau definition of an individual with a disability, and the student numbers use the *Americans with Disabilities Act (ADA)* definition of an individual with a disability.

Participation Rate for Individuals with Disabilities		
Group	Number of Individuals	Percent of Identified Population
Salt Lake County residents ages 16-64	430,002	6.33
Salt Lake County residents ages 16-64 with disabilities*	27,240	
SLCC unduplicated headcount (budget related and Skills Center)	34,923	5.44
SLCC students with disabilities*	1,901	
Students with disabilities at Utah Institutions of Higher Education	5,338	35.61
SLCC students with disabilities*	1,901	

Source: County numbers from U.S. Census Bureau, 1990 Census; SLCC numbers provided by the Disability Resource Center, Disability Support Services, and the Office of Planning and Research.

* **Census Bureau numbers defined here include a person with:**
1) **a work disability who is unable to work, or**
2) **a mobility limitation, or**
3) **a self-care limitation**

Salt Lake Community College and Utah System of Higher Education numbers are defined as a student who meets both conditions one and two below:
1) **qualifies for services under the *Americans With Disabilities Act*, by meeting one of the following ADA criteria:**
   a) **has a physical or mental impairment that substantially limits one or more major life activities**
   b) **has a record of such an impairment, or**
   c) **is regarded as having such an impairment**
2) **is registered with the *Disability Resource Center* or *Disability Support Services* (Students attending the College who feel that they do not need academic adjustments or accommodations are not required to register with either DRC or DSS and normally do not do so. There is currently no statistical means to capture numbers on this population.) The Association of Higher Education and Disabilities (AHEAD) estimates 10 %- 12% of the College population has disabilities.**

New Student Assessment of Programs and Services

New students at SLCC are surveyed at the end of their first semester and asked for their impressions of a variety of services experienced during their first semester at the College. New students felt very positive (more than 90 percent) that the campus was friendly, they were treated with fairness and respect and the faculty was receptive to their needs. These survey results are based on 648 new student responses.

New Student Evaluation 1997-98 Programs and Services (Percentage)						
Area	Strongly Agree	Agree	Not Certain	Disagree	Strongly Disagree	No Response
It was easy to get information about the campus and programs.	27	58	9	5	1	1
Information received was current & helpful.	29	59	8	4	1	0
When I asked for information people were courteous and helpful.	32	50	11	7	1	1
The College provides good resources for information on careers.	19	38	36	4	1	3
It was easy to go through the necessary steps for admission.	42	46	5	4	2	1
Financial Aid staff were helpful and courteous.	17	27	40	5	3	10
I was able to register for the classes I needed without problems.	43	42	5	8	3	1
The process of paying fees has occurred without delays.	36	49	8	4	1	2
The campus or center where I attend class seems friendly.	39	52	6	1	1	1
The classrooms are comfortable and conducive to learning.	29	53	7	8	2	1
The faculty members seem friendly and receptive to student needs.	36	55	5	4	1	0
The College Center provides useful services and facilities.	31	52	14	2	0	1
Parking facilities were adequate for my needs.	21	45	9	15	9	1
Athletic events are fun to attend.	8	11	68	1	1	11
The recreation facilities' open times for usage are adequate.	14	21	52	5	2	7
I have been treated with fairness and respect.	36	56	4	2	1	2

*Percentages may not all equal 100% because of rounding.

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Success Rates of Developmental Education Students

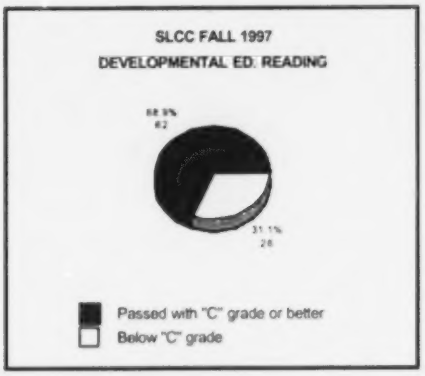
Developmental Education courses are designed to assist students entering SLCC in improving basic educational competencies that will lead to their ability to succeed in the college environment and in life.

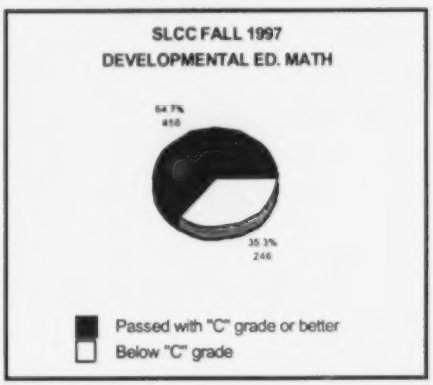
Student success is determined for purposes of these charts by performance in both the developmental education course and subsequent course work. The student must first pass the developmental education course with a C or better, and then pass the subsequent course with a C or better on their first attempt during the next three terms. The courses used for determining success rates in these tables are identified below:

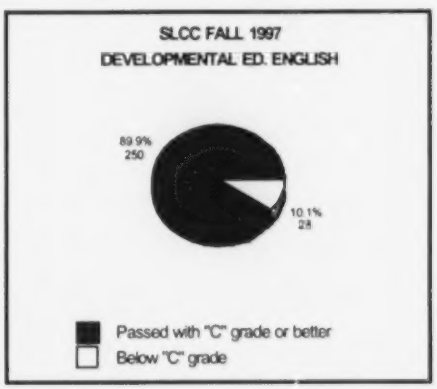
- **READING**
  Developmental Education Courses:
  RDG 090, RDG 099, LE 126
  Subsequent Courses:
  BUS 105, BIOL 101, CHEM 101, CJ 101, COM 101, CS 101, ECN 101, ECN 174, ENVT 101, FIN 105, GEOG 160, GEOL 101, HIS 101, HIS 170, HU 110, MGT 205, MKTG 103, PHIL 101, POLI 101, POLI 110, PSY 101, SOC 101
  These courses were chosen because they are general education in nature and reading intensive)

- **MATHEMATICS**
  Developmental Education Courses:
  MTH 090, MTH 095, MTH 099
  Subsequent Courses:
  FIN 138, MTH 101

- **ENGLISH**
  Developmental Education Courses:
  ENG 090, ENG 095, ENG 099
  Subsequent Course:
  ENG 101



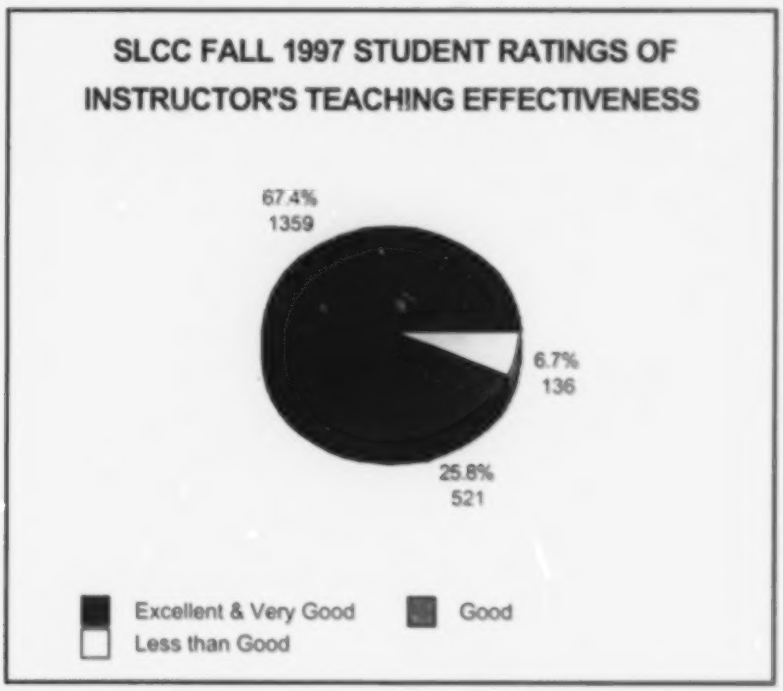




Student Ratings of Instruction

The College systematically evaluates classroom instruction in order to recognize, reward and improve quality teaching and performance. One part of the evaluation process is student evaluations of instruction. The student class evaluation questionnaires were developed by the University of Washington and are entitled the Instructional Assessment System (IAS). The IAS system is used by two- and four-year schools throughout the country and was adopted by the SLCC faculty in 1995.

The Fall 1997 student evaluations were conducted for 2,016 classes. A calculation was made of the number and percentage of classes rated (1) very good through excellent, (2) good, and (3) less than good (including fair, poor, and very poor ratings). The results are presented below.



Graduating Student Assessment of Programs and Services

Graduating students are asked to evaluate SLCC programs and services. In the following table, 1,037 graduating students evaluated programs and services they indicated that they had used. According to their responses (very good and good) the three highest rated services were admissions, registration and the recreation facilities.

Graduating Student Evaluation Programs and Services (Percentage) 1997-98					
Area	Very Good	Good	Average	Poor	Very Poor
Advising	35	39	20	5	1
Admissions	25	54	20	1	1
Athletic Events	16	39	35	6	4
Child Care Center	23	27	43	3	4
Bookstore	20	44	30	5	1
Computer Labs	25	50	20	4	1
Financial Aid	30	40	20	6	5
Food Services	16	44	32	6	2
Health Center	35	37	24	3	1
Intramural Programs	22	36	39	1	3
Library Services	26	46	21	4	2
Parking Facilities	8	26	37	18	11
Recreation Facilities	40	38	18	3	1
Registration	29	50	19	1	0
Student Activities	20	38	29	8	4
Placement Services	14	37	38	7	4
Tutoring/Learning Center	28	40	25	5	2
Veterans' Services	28	29	38	1	3

*Percentages may not all equal 100% because of rounding.

Graduating Student Assessment of Their Overall College Experience

Graduating students are also asked to evaluate their overall experience at SLCC. More than 90% rated the College favorably (average to very good) in each area. In the following table 1,037 graduating students responded.

Graduating Student Overall Ratings (Percentage*) 1997-98						
Area	Very Good	Good	Average	Poor	Very Poor	No Response
Campus Environment	29	52	14	1	0	3
Class Size	51	39	8	1	0	2
Concern for Student Needs	22	46	24	4	1	4
Content of Courses	20	56	21	1	0	3
Grading/Testing	19	54	24	1	0	2
Instructor's Interest	29	47	19	2	1	3
Location of Classes	30	50	15	2	0	2
Quality of Instruction	24	54	18	1	0	2
Quality of Service	23	50	22	1	0	3

*Percentages may not all equal 100% because of rounding.

Licensure/Certification Exam Success Rates

One of the measures of student success is the percentage of students taking professional examinations required for licensure or certification to practice in professional and technical careers who pass those examinations.

Licensing and certification requirements differ greatly. In programs where licensure is required, an individual may not practice in the profession/trade without first successfully obtaining a license granted by a government or other licensing entity. In contrast, certification in a discipline is often obtained while the individual is already working in the profession/trade and shows a higher level of training, competence, or expertise than a non-certified employee in the same type of work. Often one of the minimum eligibility requirements for national certification exams is graduation from a nationally accredited program such as ours.

Not all third party licensing/certification bodies provide results to the College, but the examination results available are presented below and include the percentage of those students taking exams who passed.

Licensure/Certification Exam Success Rates			
Program	# of Students Taking Exam	Pass Rate	Licensing/Certifying Organization
Aviation Maintenance	15	93%	Federal Aviation Agency
Criminal Justice	220	95%	Special Function/Reserve Training Certification
Criminal Justice	210	100%	Peace Officer Basic Certification
Dental Hygiene	18	100%	American Dental Association
Medical Assistant	11	100%	American Association of Medical Assistants
Medical Lab Technician	12	83%	Board of Registry, American Society of Clinical Pathologists
Nursing LPN	77	99%	National Council of Licensure Examination
Nursing RN	144	90%	National Council of Licensure Examination
Occupational Therapy Assistant	14	100%	National Board of Certified Occupational Therapist
Radiologic Technician	21	100%	American Registry of Radiologic Technologists

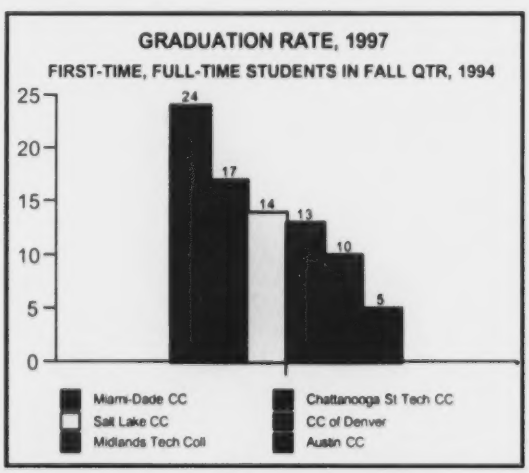
Graduation Rate

The U.S. Department of Education, National Center for Education Statistics collects data annually for a report titled *Integrated Postsecondary Education Data System* (IPEDS). The *Graduation Rate Survey (for 2-year public institutions)* is a new section of this report. The graduation rate is limited to full-time, first-time degree/certificate-seeking students who complete a degree within three years of entry into the institution, and is shown in the chart below. Because data collection for this calculation is fairly new, we have a limited number of urban community colleges with which to compare our own graduation rate. Certainly this number will increase in the future.

Also, recognizing that community college students take as long as seven or eight years to earn a degree, it is important that for future graduation rate data there be no "endpoint" time limit. Also, this indicator will be adapted in the future to include all entering students, not just those who are full-time, first-time-in-college students, which will more fully reflect actual community college populations, the majority of which are in fact part-time attenders. Even many who start out full time and are captured in this group of students change to part-time status later.

The American Association of Community Colleges, taking information from a National Center for Education Statistics longitudinal study which tracked 58,000 students over a 12-year period, compiled a research brief titled *"Higher Education Experiences of Community College Students"* written by Yong Li in February of 1996. Data from that brief helps create perspective for the graduation rate statistics currently available and creates the closest thing we are aware of that could be used as a national average:

- **What was the average length of time needed to obtain a degree:**
  - **Full-time students (who maintain full-time status) = 35 months**
  - **Part-time students = 56 months**
- **Within 10 years of first enrolling in a Community College, what percent of students obtained an Associate Degree?**
  - **24.4 percent of full-time students**
  - **9.4 percent of part-time students**



Accomplishments

In leadership training sessions and other forums this fall, a number of College employees were asked to identify recent College accomplishments.

Students

- **The Harry S. Truman Award is a $30,000 scholarship for upper division, master and/or doctorate level education. There are 50 scholarships awarded each year. Salt Lake Community College is the only community college in the country that has had a winner and one of two community colleges that has ever had a student finalist. Two years ago Susan McNulty won the award. Last year Matt Evans was a finalist. Matt also was accepted at Harvard Law School.**
- **The SLCC choir produced a Christmas CD under the direction of Lyle Archibald.**
- **Students participating in VICA, PBL and DEX student clubs received national recognition.**
- **The student club for men and women's soccer teams received national ranking and participated in the National Intramural Recreational Sports Association (NIRSA) invitational competition.**
- **The *Horizon*, our student newspaper received state and national acclaim as the best two-year college paper in 1993.**
- **Many student groups make contributions to society. Local projects include activities such as adopting an elementary school, sewing quilts for recovering bone marrow patients, or performing community service projects. Internationally, they are involved in efforts such as the Student Nurses Alliance's contribution of medical relief to the people of a Kenyan village, and Habitat for Humanity.**
- **In early August, we held the 5th annual "Brains of Steel" program. This is a one-week, 35-hour intensive orientation class for incoming freshman students. Participation is limited to 32 students, and curriculum includes a wide variety of workshops, lectures, and activities to help students prepare academically and socially for the college experience. The Admissions Office organizes the program, but has great support from many other faculty and staff members on campus. Research on past participants indicates that "Brains" students have somewhat higher GPA's and a higher persistence rate than non-participants.**

Services

- **The SLCC Web site now contains over 5,000 pages. Many services are offered through the Web such as registration, review of grades, application for admission, review of financial status, purchase of books, etc.**
- **The College has a variety of distance education and telecourse offerings:**
  - **Distance education and telecourses had 1,093 unduplicated headcount students.**
  - **SLCC offers distance education courses required to acquire a Business transfer degree.**
  - **There are distance education courses in almost every area of General Studies.**
  - **Every course in our electronic campus has an Internet address.**

- The number of students in concurrent programs continues to grow, over 5000 (unduplicated headcount) last year.

- In the Legislature this past year, there was a special initiative passed providing funding for Apprenticeship programs in Higher Education Institutions. A total of $300,000 was granted to the four institutions that work with apprenticeship programs (Salt Lake Community College, Utah Valley State College, Southern Utah University, and Dixie College) and distributed based on FTE generated the previous year. Our share was over $230,000. The money is to be used for state wide articulations of programs, distance education development for the rural and outlying areas, and development of new programs.

- Salt Lake Community College's financial standing in the community is strong:
  - SLCC 1998 bonds receive an S&P Rating of 'AA'.
  - During 1998 the College advance refunded its 1992 Auxiliary Bonds. The more favorable interest rates on the refunding bonds will result in an economic value gain of $256,542.
  - Standard & Poor's assigned its single-'A' underlying rating to the bonds based on the credit quality of SLCC, but based on a moral obligation from the State of Utah, the bonds were upgraded to a double-'A' rating. It is unusual for a community college to have such a high bond rating.

- The Small Business Development and Assistance Center (SBDAC) helped over 285 clients in obtaining more than $3 million in small business financing. It acts as an active participant in the Utah Business Resource Network. SBDAC also taught over 500 people small business management techniques and has two training programs on the internet.

- The Pre-Engineering Department received $50,000 from the Engineering Initiative Bill for acquisition of equipment.

- The Pre-Engineering Department has an articulation agreement with the University of Utah and Utah State University that is almost seamless.

Community Involvement

- Ground was broken for Larry H. Miller Entrepreneurship Training Center.

- President Frank W. Budd received the Martin Luther King Award.

- Charlotte Starks, Coordinator of Multi-Cultural Affairs, received the Rosa Park Award.

- The College has been featured in many national magazines throughout the country, including *Community College Times* (as one of the top 20 in the top 100 community colleges in the nation for awarding AS degrees), *Community College Week*, *911*, *FBI Law Enforcement Bulletin*, *Law and Order*, *Police*, *Corrections Technology and Management*, *Stablizer*, *Government Recreation and Fitness*, *Sports 'n Spokes*, *Chronicle of Higher Education*, *Culinary Review*, *Automotive Body Repair News*, *Listen*, *Scholastic Magazines*, *Communications Industries Report*, *Communication News*).

- Over 50 Program Advisory Committees (PAC's) are helping the College meet the needs of business and industry.

- Since 1972 students in the Construction Trades program have built over 66 project homes in the community.

CONCLUSION

Where Are We Going From Here?

On September 14, 1998, Salt Lake Community College celebrated its 50th birthday, and looking back we can see what a tremendous impact the College has had in serving students and the community. Opportunities have been provided, skills taught, and knowledge imparted that have made a positive difference in many lives. But where do we go from here in continuing our heritage of quality service?

The College's recent change from quarters to semesters was initiated by the Board of Regents, whose oversight responsibilities include all nine of Utah's public institutions of higher education. This change puts the College in a position to benchmark with other community colleges already on the semester system and identify and track a variety of new performance indicators.

The College will also continue to benchmark with the *Community College Roundtable*, a group sponsored by the American Association of Community Colleges. Members of the roundtable designed the following *core indicators of effectiveness* to help community colleges improve their programs and services.

- student goal attainment
- persistence (fall to fall)
- degree completion rates
- placement rate in the work force
- employer assessment of students
- number and rate who transfer
- performance after transfer
- success in subsequent, related course work
- demonstration of critical literacy skills
- demonstration of citizenship skills
- client assessment of programs and services
- responsiveness to community work
- participation in service area

As we identify and gather supportive data for more of these indicators this report card will grow. More institution-specific indicators will be included as well.

Acknowledgment

This report was completed under the direction of the Dr. Richard M. Rhodes, Vice President of Business Services. A special thanks to all team members.

- Frank Cooney, Survey and Research Coordinator
- Bob Rantz, Programmer Analyst
- Nancy Sanchez, Director of Administrative Services
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